

**Michigan Department of Education  
Office of Professional Preparation Services**

**Standards, Requirements, and  
Procedures for Initial Approval  
of  
Teacher Preparation Institutions**

**(Units and Specialty Programs)**

**As Approved by the State Board of Education  
September 25, 2003**

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## **Application for Initial Approval as a Teacher Preparation Institution**

**Purpose of the Approval Process:** To protect the integrity of the teaching profession, ensure well-qualified teachers in every classroom, and meet program standards required of all Michigan teacher preparation institutions.

**Authority:** A teacher certification system is an instrument of the state designed to ensure professional preparation and competence of its teachers. Acting through the Legislature, the people of Michigan have made the State Board of Education (SBE) the agency that authorizes programs in teacher education.

The SBE has the authority to approve or disapprove teacher education institutions and programs designed for the preparation of teachers.<sup>1</sup> Institutions approved by the SBE are authorized to recommend graduates in specifically designated areas of teacher preparation as candidates for elementary and secondary teaching certificates.

**The Approved Program System:** The Approved Program System accommodates the authority structure of the SBE and complements the administrative responsibilities of the Michigan Department of Education (MDE). It shares the responsibility for the individual professional judgments required for the issuance of certificates with the institution sponsoring each candidate. Recommendations from approved institutions are accepted by the SBE and the MDE as tacit evidence that each candidate recommended has satisfactorily completed all requirements of the certification code and the approved programs at the sponsoring institution.

**Submission of Application:** Institutions are required to submit all application-related documents electronically via CD-Rom, e-mail attachment, or by web postings. *With the submission of an application for review and approval as a teacher preparation institution, an institution agrees to comply with the requirements of the process and to cover costs of convening a committee of scholars, including site visit(s) to the institution.*

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1 Administrative Rules Governing the Certification of Michigan Teachers, Rule 390.1151

## Application for Preliminary Approval

**Applications for preliminary approval are reviewed by Michigan Department of Education staff. When satisfactory, a recommendation is made to the State Board of Education.**

*Preliminary approval authorizes the institution to proceed with the development of the teacher education program identified in the request, but does not authorize the recommendation of graduates for certification.*

This application must include the following items:

1. Official declaration of intent; request for approval;<sup>2</sup>
2. Documentation of approval to offer higher education programs in Michigan;<sup>3</sup>
3. Evidence of regional accreditation status, if available (*probationary approval may be granted prior to regional accreditation of the institution*);
4. Documentation describing a core of classes in the liberal arts with at least one course in each core area (English language arts, science, social studies, and mathematics);
5. Documentation to show the capacity to develop required components of a teacher preparation program including majors and minors (K-12 teachable) and a core of professional education classes;
6. Evidence of collaboration with school districts, including a plan for the development of an advisory board of community representatives;
7. Evidence to show that the institution's governing structure will accept, respect, include, and support a teacher preparation program (letter from administrative officers, budget detail, etc.);
8. Evidence of collaboration with another approved teacher preparation institution that agrees to recommend your institution's candidates for certification, as needed, for continuous progress and program completion; and<sup>4</sup>
9. Documentation regarding the expertise of individuals directed to guide this program.

**As soon as the Application for Preliminary Approval is received, work begins to select a Committee of Scholars (COS) to review the next application for approval.**

**The institution has the opportunity to question the selection of any of the committee members before the composition of the COS is finalized.**

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<sup>2</sup> See attached suggestions for a letter of intent.

<sup>3</sup> For information regarding approval to offer higher education programs in Michigan, please contact the Department of Career Development, Office of Postsecondary Services, 517-373-6551.

<sup>4</sup> If it is anticipated that collaboration will be needed with another institution to recommend candidates prior to probationary approval, it will be important to ascertain that the selected institution has approved programs in the desired specialty areas. MDE recommends that mentor institutions be selected from fully approved teacher preparation institutions and not from those with conditional unit approval.

## Application for Probationary Approval

*Probationary approval authorizes the institution to recommend candidates for certification under limits stipulated in the probation. Before the termination of the probationary approval, the institution shall present evidence that it has qualified for final approval or shall request a three-year extension of the probationary period. Only one such extension will be granted by the SBE. It may be granted for a period of three to five years when problems are identified that require resolution prior to final approval. Probationary approval may be granted prior to regional accreditation of the institution.*

This application must include the following items:

1. Evidence that a dean, director, or chairperson is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation;<sup>5</sup>
2. Response to state standards for the initial approval of teacher preparation units;<sup>6</sup>
3. Response to the Michigan Specific Standards/Rules/Guidelines (includes Administrative Rules, Revised School Code, and other legislative and policy requirements);<sup>7</sup>
4. Instrument for the assessment of student teachers that is based on the Criteria for the Assessment of Pedagogy (based on the Entry-Level Standards for Michigan Teachers);<sup>8</sup>
5. Form X, Programs Offered for Certification/Endorsement;<sup>9</sup>
6. Form XXX, Professional and Pedagogical Studies Course Requirements;<sup>10</sup>

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5 Document to include:

Job description for dean, director, or chairperson

Chart depicting administrative and organizational structure of the unit

6 See attached Standards for the Initial Approval of the Professional Education Unit.

7 See attached Michigan Specific Standards/Rules/Guidelines Matrix. This matrix is also available online at [http://www.michigan.gov/documents/MI\\_SpecificStandards\\_C33430\\_A73436\\_74949\\_7.doc](http://www.michigan.gov/documents/MI_SpecificStandards_C33430_A73436_74949_7.doc)

8 See attached Entry-Level Standards for Michigan Teachers and Criteria for an Assessment of Pedagogy. These documents are available on the web at [http://www.michigan.gov/documents/ELSMT\\_&\\_PED\\_as\\_SBE\\_approved\\_Oct\\_\\_24\\_02\\_57198\\_7.pdf](http://www.michigan.gov/documents/ELSMT_&_PED_as_SBE_approved_Oct__24_02_57198_7.pdf).

9 See attached *Form X*. This form is available on the web at [http://www.michigan.gov/documents/formX\\_21919\\_7.doc](http://www.michigan.gov/documents/formX_21919_7.doc)

10 See attached *Form XXX*. This form is available on the web at [http://www.michigan.gov/documents/formXXX\\_21920\\_7.doc](http://www.michigan.gov/documents/formXXX_21920_7.doc)

7. Application for approval of all specialty area programs for which the institution initially intends to recommend candidates;<sup>11</sup>
8. Evidence that the institution has achieved a cumulative pass rate from candidate performance on the Michigan Test for Teacher Certification (MTTC) basic skills test that is acceptable to the Committee of Scholars, given the institution's mission;<sup>12</sup>
9. Evidence that the institution has adopted a policy that candidates have to pass the MTTC Basic Skills Test before beginning the professional education coursework;<sup>13</sup>
10. Evidence of written policies and procedures upon which the operations of the unit rest; and<sup>14</sup>
11. A written description of the professional education unit that is primarily responsible for the preparation of teachers and other professional education personnel.<sup>15</sup>

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11 See attached Application for State Approval of Teacher Preparation Specialty Programs (also available on the web: [http://www.michigan.gov/documents/progapp\\_21902\\_7.doc](http://www.michigan.gov/documents/progapp_21902_7.doc).) A separate application must be completed for each specialty area program. Applications are reviewed by content specialists and each program must be approved by the SBE. After an institution has reached the stage of probationary approval, additional specialty area programs may be submitted for approval at any time. See attached Minimum Required Hours for Specialty Programs Quick Reference Chart, also on the web: [http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931\\_74344\\_7.PDF](http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF).

12 Refer to the current MTTC Registration Bulletin. Some information regarding the MTTC is available on the web: [http://www.michigan.gov/mde/0,1607,7-140-5234\\_5683\\_5857---,00.html](http://www.michigan.gov/mde/0,1607,7-140-5234_5683_5857---,00.html).

13 Refer to the current MTTC Registration Bulletin. Some information regarding the MTTC is available on the web: [http://www.michigan.gov/mde/0,1607,7-140-5234\\_5683\\_5857---,00.html](http://www.michigan.gov/mde/0,1607,7-140-5234_5683_5857---,00.html).

14 Documentation to include codified policies and operating procedures of the unit, such as policy manual or constitution and by-laws.

15 Documentation to include:

Verification by an appropriate central administration officer of the unit with primary responsibility for professional education and the unit's authority.

Chart depicting all programs for the preparation of school personnel in the institution, indicating the unit in which each is administratively located (e.g., School of Education, School of Music, School of Arts and Sciences, etc.), and the administrative unit's relationship to the professional education unit.

Unit statement of mission, purpose, or goals (maximum of three pages).

Summary of meetings and actions of the professional education unit for the preceding year (maximum of two pages).

## **Application for Final Approval**

1. The institution fully meets all state code and SBE policy requirements.
2. The institution fully meets all state requirements for the unit. The institution has provided acceptable outcome data, including an 80% minimum collective pass rate on specialty area MTTC tests.<sup>16</sup>
3. The unit utilizes a variety of assessment instruments (Michigan assessment of pedagogy, MTTC pass rates, feedback from specialty area faculty, candidates, graduates, supervising teachers, cooperating teachers, etc.) to evaluate academic and professional competence of professional education candidates prior to graduation and/or recommendation for licensure.
4. The unit utilizes assessment data for continuous program improvement.
5. Appropriate sections from the current Periodic Review/Program Evaluation (PR/PE) unit review process may be added to reflect any new requirements.

### Notes:

- After final approval, teacher preparation institutions are subject to review through the PR/PE process.
- Recommendations for probationary and final approval are made by the COS. The COS may request additional documentation at any phase of the approval process. The COS will also visit the institution to inspect documentation and conduct interviews with administrators, faculty, community representatives, and candidates.
- At any stage in the approval or review process, appeals may be made to the PR/PE Council.

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<sup>16</sup> All candidates since preliminary approval or for the last five years (maximum).

## **Suggestions for Preparing a Letter of Intent**

The letter of intent is to be prepared on letterhead stationery, signed by the president, academic vice president, provost, or other ranking official; and include a

- Declaration of intent to seek approval to offer teacher preparation programs and recommend candidates for certification;
- Willingness to work with the Michigan Department of Education through the approval process; and
- Statement regarding any agreements with any other approved Michigan teacher preparation institutions for purposes of mentoring or transfer of current students.



# Standards for the Initial Approval of the Professional Education Unit

## Design of Professional Education

### STANDARD I.A

#### *Conceptual Framework(s) (Initial & Advanced)*

*The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.*

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#### *Indicators:*

- I.A.1 The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
- The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students.
  - The framework(s) includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation.
  - The framework(s) reflects multicultural and global perspectives, that permeate all programs.
  - The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.
- I.A.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
- Courses in general, content, professional and pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s).
  - Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual framework(s).
- I.A.3 The unit engages in regular and systematic evaluations, including, but not limited to, information obtained through student assessment and collection of data from students, recent graduates, and other members of the professional community. The unit uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.



## **STANDARD I.B**

### ***General Studies for Initial Teacher Preparation***

*The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge.*

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#### *Indicators:*

- I.B.1      The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.
  - I.B.2      The general studies incorporate multicultural and global perspectives.
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## **STANDARD I.C**

### ***Content Studies for Initial Teacher Preparation***

*The unit ensures that teacher candidates attain academic competence in the content that they plan to teach.*

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#### *Indicators:*

- I.C.1      Candidates complete a sequence of courses and/or experiences to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.
  - I.C.2      The guidelines and standards of specialty organizations are used in developing programs in each content area.
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## STANDARD I.D

### ***Professional and Pedagogical Studies for Initial Teacher Preparation***

*The unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.*

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#### *Indicators:*

- I.D.1 Candidates complete a well-planned sequence of courses and/or experiences in professional studies in which they acquire and learn to apply knowledge about:
- the social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools;
  - the impact of technological and societal changes on schools;
  - theories of human development and learning;
  - inquiry and research;
  - school law and educational policy;
  - professional ethics; and
  - the responsibilities, structure, and activities of the profession.
- I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of:
- research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;
  - different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;
  - variety of instructional strategies for developing critical thinking, problem solving, and performance skills;
  - individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;
  - effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;
  - planning and management of instruction based on knowledge of the content area, the community, and curriculum goals;
  - formal and informal assessment strategies for evaluating and ensuring the continuous

intellectual, social, and physical development of the learner;

- collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well being;
  - effective interactions with parents for supporting students' learning and well-being;
  - the opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and
  - educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity.
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## **STANDARD I.E**

### ***Integrative Studies for Initial Teacher Preparation***

*The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students.*

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#### *Indicators:*

- I.E.1 Candidates learn to integrate their content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students.
  - I.E.2 The learning experiences created by teacher candidates build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socioeconomic, community, and family groups, to help all students achieve high levels of learning.
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## **STANDARD I.F**

### ***Advanced Professional Studies***

*The unit ensures that candidates become more competent as teachers or develop competencies for other professional roles (e.g., school library media specialist, school psychologist, or principal).*

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#### *Indicators:*

- I.F.1      Advanced programs for the continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding of learning and practices that support learning.
  - I.F.2      The guidelines and standards of specialty organizations are used in developing each advanced program.
  - I.F.3      Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.
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## **STANDARD I.G**

### ***Quality of Instruction (Initial & Advanced)***

*Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.*

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#### *Indicators:*

- I.G.1      Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.
- I.G.2      Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.
- I.G.3      Teaching reflects knowledge about, and experiences with, cultural diversity and exceptionalities.
- I.G.4      Instruction is continuously evaluated and the results are used to improve teaching within the unit.



## STANDARD I.H

### ***Quality of Field Experiences (Initial & Advanced)***

*The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality.*

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#### *Indicators:*

- I.H.1      The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to:
- relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;
  - create meaningful learning experiences for all students; and
  - study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.
- I.H.2      Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.
- I.H.3      Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of 10 weeks of full-time student teaching, or its equivalent, is expected.)
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## STANDARD I.I

### ***Professional Community (Initial & Advanced)***

*The unit collaborates with higher education faculty, school personnel, and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.*

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#### *Indicators:*

- I.I.1      Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.





- I.I.2      The unit develops agreements with schools and cooperating professionals to ensure that:
- student teaching, internships, and other field experiences are collaboratively designed and implemented; and
  - candidates are supported in their achievement of the desired learning goals.
- I.I.3      Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.
-

## Candidates in Professional Education

### STANDARD II.A

#### *Qualifications of Candidates (Initial & Advanced)*

*The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.*

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#### *Indicators:*

- II.A.1 A comprehensive system is used to assess the qualifications of candidates seeking admission.
- The criteria for admission to initial teacher preparation programs include an assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 grade point average (GPA) on a 4-point scale.
  - The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the Miller Analogies Test, Graduate Records Examination, and Grade Point Average), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.
  - The admission procedures for post-baccalaureate initial preparation programs and advanced programs ensure that candidates have attained appropriate depth and breadth in both general and content studies.
- II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.
- II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.
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## **STANDARD II.B**

### ***Composition of Candidates (Initial & Advanced)***

*The unit recruits, admits, and retains a diverse student body.*

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#### *Indicators:*

- II.B.1      The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.
  - II.B.2      The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.
  - II.B.3      The student body is culturally diverse.
  - II.B.4      The student body includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.
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## **STANDARD II.C**

### ***Monitoring and Advising the Progress of Candidates (Initial & Advanced)***

*The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.*

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#### *Indicators:*

- II.C.1      The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.
- II.C.2      Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.

II.C.3      Assessment data are systematically used to assist candidates who are not making satisfactory progress.

- II.C.4 The ability of candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.
  - II.C.5 Criteria consistent with the conceptual framework(s) of programs are used to determine eligibility for student teaching and other professional internships.
  - II.C.6 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
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## **STANDARD II.D**

### ***Ensuring the Competence of Candidates (Initial & Advanced)***

*The unit ensures that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.*

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#### *Indicators:*

- II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.
  - II.D.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.
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## Professional Education Faculty

### STANDARD III.A

#### *Professional Education Faculty Qualifications (Initial & Advanced)*

*The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.*

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#### *Indicators:*

- III.A.1 Professional education faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach.
- Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments.
  - Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship.
  - Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences, exceptionalities, and their instructional implications.
  - Higher education faculty serving as dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology.
  - Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s).
  - School faculty are licensed, have at least three years of teaching experience in their field of specialization, and model good professional practice.
  - Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.
- III.A.2 Higher education faculty exhibit intellectual vitality in their sensitivity to critical issues (e.g., how content studies and pedagogical studies can be more effectively integrated; and the ethics of equity and diversity in U.S. culture) and in their efforts to address the issues and become proactive in addressing them.
- The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars.
  - Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.

- III.A.3 Higher education faculty are actively involved with the professional world of practice in P-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.
- III.A.4 Higher education faculty are actively involved in professional associations and provide education-related services at the local, state, national, and/or international levels in their areas of expertise and assignment.
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## **STANDARD III.B**

### ***Composition of Faculty (Initial & Advanced)***

*The unit recruits, hires, and retains a diverse higher education faculty.*

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#### *Indicators:*

- III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.
- III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.
- III.B.3 The faculty is culturally diverse.
- III.B.4 The unit's higher education faculty includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.
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## STANDARD III.C

### ***Professional Assignments of Faculty (Initial & Advanced)***

*The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.*

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#### *Indicators:*

- III.C.1 Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.
  - III.C.2 Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and limited to allow faculty to engage effectively in teaching, scholarship, and service.
    - The load for faculty teaching each semester/quarter generally does not exceed 12 semester/quarter hours for undergraduate courses, nine semester/quarter hours for graduate courses, and an appropriate prorating for a combination of undergraduate and graduate courses.
    - The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities.
    - Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates. (Assignments generally do not exceed a ratio of 18 full-time students to one full-time faculty member.)
    - Faculty who direct graduate projects (e.g., masters' theses/projects or doctoral dissertations) receive adequate adjustments in their teaching load for these activities.
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## **STANDARD III.D**

### ***Professional Development of Faculty (Initial & Advanced)***

*The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.*

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#### *Indicators:*

- III.D.1 Policies and practices encourage professional education faculty to be continuous learners.
  - III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.
  - III.D.3 Higher education faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service; these evaluations are used in determining salary, promotion, and tenure.
  - III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.
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## The Unit for Professional Education

### STANDARD IV.A

#### ***Governance and Accountability of the Unit (Initial & Advanced)***

*The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.*

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#### *Indicators:*

- IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.
- IV.A.2 The unit has responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.
- IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.
  - There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel.
  - The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the program's conceptual framework(s).
  - There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.
  - Each doctoral program has at least three full-time higher education faculty members with earned doctoral degrees and expertise related to the program's field of specialization.
- IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.
- IV.A.5 A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its programs, as well as the future capacity of its physical facilities.
- IV.A.6 School faculty, candidates, and other members of the professional community are actively

- involved in the unit's policymaking and/or advisory bodies.
- IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.
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## **STANDARD IV.B**

### ***Resources for Teaching and Scholarship (Initial & Advanced)***

*The unit has adequate resources to support teaching and scholarship by faculty and candidates.*

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#### *Indicators:*

- IV.B.1 Support for professional development is at least at the level of other units in the institution.
- IV.B.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.
- IV.B.3 Higher education faculty and candidates have training in, and access to, education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.
- IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.
- IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.
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## STANDARD IV.C

### ***Resources for Operating the Unit (Initial & Advanced)***

*The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.*

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#### *Indicators:*

- IV.C.1      Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.
- IV.C.2      Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.
- IV.C.3      Facilities and equipment are functional and well maintained. They support computing, educational communications, and educational and instructional technology at least at the level of other units in the institution.

